**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** American Government

**Date:** 11/15/11

**Objective:** PSWBAT evaluate the extent to which students have freedom in American schools by comparing the rights expanded by *Tinker v. Des Moines Independent School District (1969)* and those restricted by *New Jersey v. TLO (1985).* (2-day objective)

**Essential Question:** To what extent does the Bill of Rights apply to students in school?

**Learning Goal:**

**1.2.1** The student will analyze the impact of landmark **Supreme Court** decisions on governmental powers, rights, and

responsibilities of **citizen**s in our changing society.

**e.** Examine the expansion or restriction of student rights in the cases *Tinker v. Des Moines School District* (1969) and

*New Jersey v. T.L.O* (1985)

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| **Type of Lesson:** | **Agenda:** |
| Developing | Call to Order  Exploration  Notes  Cartoon  Exit Ticket |
| **Call to Order:** | |
| Students will be greeted at the door, take returned work, retrieve their notebooks and sit in their assigned seats. Students will begin the call to order which is posted on the board:  *Have you or someone you’ve known ever been searched by the police, legally or illegally?*  *What do you know about the rules that police have to search you by?*  *If this hasn’t happened to you, what do you imagine the police must do in order to search your belongings?*  Teacher will stamp homework assignments as students finish their call to orders.  Teacher will have students share out their call to orders.  🡪 During this call to order, an Administrator or hall monitor will come in and search a student, on which we have planted a bag of fake marijuana. The student will be informed ahead of time. If school police is available, he will take the student out into the hallway. The teacher will use this opportunity to ask students whether they think that this should be allowed. | |
| **Introduction of New Material:** | |
| Teacher will review/preview the fourth amendment, through Jay Z’s song “99 Problems”. Teacher will distribute a text of the song, and students will listen to it and underline any references that they hear to the fourth amendment. The teacher will question students:   * Where in the song (in what line number) did Jay Z mention a situation involving the fourth amendment? * To what extent was Jay Z aware of his rights? * How do you think being knowledgeable of his rights could help a citizen when being searched by the police?   **Key Points will be presented on the board:**   1. Student “T.L.O” was caught by her Principal, smoking the bathroom. 2. Her bag was searched, and illegal substances were found. 3. T.L.O thought that her fourth amendment right to privacy had been violated by the school. 4. The Supreme Court ruled in favor of the school, saying that students give up some of their rights when they enter the school building, because the school needs to maintain the safety of all students. | |
| **Guided Practice:** | |
| Teacher will provide a cartoon of the Supreme Court case New Jersey v. TLO. Students will answer comprehension questions on one side with a partner. | |
| **Independent Practice:** | |
| Students will complete an exit ticket comprised of six questions (see attached). | |
| **Closing:** | |
| Teacher will collect exits, jot down key points on the Unit Board, and explain the homework (on the back of the political cartoon. | |
| **Homework:** | |
| Students will write a paragraph explaining whether they believe that American schools are like prisons or playgrounds, using the cases *Tinker v. Des Moines* and *New Jersey v. TLO.* | |
| **Accommodations:** | |
| Pd. 3:  AP: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  TP: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  JM: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions. Will receive a one-minute break in between activities.  Pd. 4  KC: Verbatim reading of all instructions, preferential seating next to someone whose notes he can copy, graphic organizers provided along with visual cues on board. Will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  TL: Verbatim reading of all instructions, visual cues, visual organizers, graphic organizers will be provided. Student has preferential seating to minimize distractions. Will receive extended time on independent practice and exit ticket.  KT: Kayla will receive extended time on exit ticket and independent practice. She has preferential seating to reduce distractions.  BW: Verbatim reading of all instructions, visual cues, and graphic organizers will be provided. Will receive extended time on independent practice/exit ticket. Will be allowed a one-minute break between each activity.  Pd. 6  RA: Verbatim reading of all instructions, extended time on independent practice/exit ticket, and preferential seating will be provided.  LLR: Verbatim reading. Will receive visual and graphic organizers, extended time on independent practice/exit ticket, and preferential seating. Will get a one-minute break between activities.  CR: Verbatim reading of all assignments and instructions. Will receive visual and graphic organizers, extended time on independent practice/exit ticket, and preferential seating. Will get a one-minute break between activities.  DT: Verbatim reading of all instructions, graphic and visual organizers, extended time and multiple breaks (one-minute long) will be provided. Preferential seating is given to minimize distractions to student.  AJ: Verbatim reading, graphic organizers, extended time, and preferential seating is provided. Seating will vary for this student day to day to ensure distractions to and from other students are minimized. | |

1. Describe, in your own words, the situation that led to the *New Jersey v. TLO* case.

2. Why did the student think that the school did not have a right to search her?

3. Why did the school think that it had a right to search the student?

4. What did the Supreme Court say in its ruling?

5. According to the Supreme Court’s decision in *New Jersey v. T.L.O.*, a school administrator can legally

a. search the locker of a student who brags about stealing a wallet

b. prevent a student from peacefully expressing an opinion

c. suspend a student without an explanation

d. prevent a student from performing in a play

6. In a 1995 case, the U.S. Supreme Court ruled that conducting drug tests of students participating in interscholastic athletics did not violate the Fourth Amendment's prohibition of unreasonable searches and seizures.

This ruling expanded the Supreme Court's decision in

a. *Miranda v. Arizona*

b. *New Jersey v. T.L.O.*

c. *Brown v. Board of Education*

d. *Marbury v. Madison*